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ABSTRACT

Intended for teachers of children with speech difficulties, the booklet provides background information and suggestions for dealing with speech impaired students. Covered are the following topics: descriptions of speech problems, developmental sequences of language, delayed speech, articulation, stuttering, and hearing disorders. Classroom activities are discussed for each topic. (CL)

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REMEDIAL SPEECH HANDBOOK FOR TEACHERS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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By

Katherine Connelly

HOME AND SCHOOL SERVICES

FOR

HANDICAPPED CHILDREN 0-8

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FOREWORD

The Magnolia School District in cooperation with the Bureau of Educationally Handicapped has developed a program of home and school services for handicapped children ages 0 - 8. Speech and hearing problems are included in the program. As we worked with these children, teachers and parents became increasingly aware of the role of the classroom teacher and the parent in the improvement of speech. Teachers working in regular classrooms, with little or no professional assistance, became aware of the need for a compilation of helps on a practical level. Mrs. Connelly developed this booklet of speech information and suggestions for their use. It is our hope that it will be as useful to others as it has been to us.

Louise Phillips, Director
Home and School Services
Magnolia School District

FEB 13 1980

PREFACE

The purpose for writing this pamphlet is to offer suggestions to the teacher with a child whose speech is not easily understood. It is primarily for the teacher without a speech therapist in his school. If a therapist is available, consult with him regarding his program. The suggestions here may augment his work.

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DESCRIPTIONS OF SPEECH PROBLEMS

There are several kinds of speech problems. Listed here is a brief description of each of the ones discussed in this pamphlet.

ARTICULATION

This is the speech problem most often heard. Every child who is difficult to understand is not making the same error. Many children with articulation problems omit a sound. For example, they may say "at" for "sat"; "pen-l" for "pencil"; and "dret" for "dress". Still other children with articulation difficulties are very close to correct speech, distorting the sounds very little. They tend to say such things as "that" for "sat"; "penthil" for "pencil"; and "dreth" for "dress".

STUTTERING

The smooth flow of speech is broken by hesitations, repetitions, and/or prolongations of speech sounds, syllables, words or phrases.

DELAYED SPEECH

This usually involves a deficiency in vocabulary, a retardation in development of conventional sentence structure, and often an inadequacy in the formation of ideas. There may be little or no speech, or it may be unintelligible.

VOICE DISORDERS

There are three types of voice problems: (1) pitch: high, low or monotone; (2) intensity: loud or soft; (3) quality: nasal, denasal, hoarseness, and harshness.

HEARING DISORDERS

This involves a loss of hearing and often results in delayed speech.

DEVELOPMENTAL SEQUENCE OF LANGUAGE

It's difficult to know if a child has a language problem until you know how language normally develops. This chart will give you a very brief idea of this development.

TABLE I

DEVELOPMENT OF LANGUAGE BEHAVIOR

AGE LEVEL	LANGUAGE BEHAVIOR
1 month	Small throaty sounds
4 months	Coos, laughs; vocalizes socially
9 months	Crows; vocalizes eagerness; listens to own vocalization
10 months	Says one word; heeds his name
1 year	Says two or more words
2 years	Uses phrases; understands simple directions
3 years	Talks in simple sentences; answers simple questions
4 years	Talks all the time; asks why, how; many grammatical mistakes; understands prepositions
5 years	Speaks without infantile articulation; talks constantly; uses "I think." "I forgot." Now he really seeks information.

6 years	Calls names, threatens, argues, contradicts; stuttering sometimes appears (mostly in boys). Likes big words; usually good grammar and pronunciation
7 years	Uses slang and cliches; interested in meaning and spelling of words; uses silence as well as language to express his opinions
8 years	Talks a great deal; exaggerates, boasts; uses language almost as an adult does; loves code language with friends; telephone is more important to him; verbalizes ideas and problems; good grammar and pronunciation
9 years	Doesn't talk as much as he did at eight; may return to poor grammar; considerable verbal criticism of parents; expresses subtle and refined emotions, such as disgust

DELAYED SPEECH

Children acquire speech and language at different rates; therefore, it's hard to judge when a child should be labeled as delayed in developing speech. However, if by school age, the child has not developed the ability to communicate his thoughts and ideas on a level consistent with children his age, then his speech may be considered delayed and will need special help.

A program to increase the child's language must begin at his <u>developmental</u> level. Remember each child's rate of learning differs. A child acquires nouns, verbs, prepositions, adjectives, and adverbs - in that order. He speaks first in words, then phrases, and finally sentences.

Teaching speech to a child is a slow process. Today he may know the name of something but tomorrow he may have forgotten. The memory process needs to be strengthened. This requires many repetitions; therefore, development of speech will be slow. Smiles and praise will act as a stimuli.

Use complete sentences with your children, adding to their knowledge. Speech and language have to be learned. They are not automatic functions. When you are looking at a picture of a cow, for example; you might say, "See the cow. The cow lives in a barn. She eats grass. She gives milk. She is brown and white. A baby cow is called a calf." A child can't talk until he knows something to talk about; therefore, fill him full of information.

Here are some activities that may be used with the child individually or with the class.

1. Make sure the child can name all the objects in the room. If this cannot be done, language therapy should begin at this point. You point to the chair and say, "chair". Ask him what to do with the chair. If he can't tell you, then you tell him. Short sentences should be used. "You sit on a chair." "The chair is green." "This chair rocks." "This chair doesn't rock." When talking about the items, put your hand on them. A child has absorbed considerable understanding before he begins to talk. So the more information we feed into him, the more he will have to put into language.

2. Show an interesting picture and encourage the child to talk about it, using complete sentences. Help the child to increase the length of his sentences in describing what he sees. What happened before the picture? What happened after it?

3. Classify objects by making a chart of pictures illustrating a general idea such as fruits, vegetables, furniture, animals, things Mother does, things Father does, toys, opposites, numbers, colors, etc.

4. Read stories to the child and then question him about the story. Have the child retell or act out what he heard.

5. Tell stories that the child has to complete. See how many endings he can give you.

6. Encourage the child to bring toys, books, souvenirs, etc. to school to discuss with the class. Encourage him to talk about his interests at home and school.

7. Give a direction and then ask the child to word it another way. For example, "Go to the board." The child then might say, "Walk to the board. Run to the board."

8. Make a game for verbs: Walk, run, hop, work, play, etc. What can a boy do? A girl? A Mother? A dog? A tiger?

9. Make a game for prepositions. Put an object in, on, under, beside, below, above, and behind the box.

10. Make a game for adjectives. Have the child bring the soft, red, big, little, striped, smooth, hard, or blue ball. Pretend you are big, little, brave, nappy, kind, old, young, or describe objects, classmates, clothes, etc.

11. Make a game for adverbs. Walk quickly, slowly, sadly, quietly, noisily, happily, etc.

It is important also to use equipment and techniques pertinent to the child's problem. It is suggested that certain times each day be set aside for language therapy. Patience is the key word to success in language therapy. Go slow enough so that you don't pressure the child, but fast enough so that you motivate him.

ARTICULATION

Research in the field of speech development reveals that children generally learn the sounds of language in a particular order. The activities the teacher uses to present listening and talking should be centered around the sounds that appear earliest in the development of speech, as they are the easiest to learn. After the easier sounds have been learned, the more difficult ones may be taught. By the end of the second grade, most children have learned all of the speech sounds.

The following chart will be helpful to the teacher in following the sequential development of sounds.

TABLE II

SEQUENTIAL SOUND DEVELOPMENT CHART

AGE LEVEL	SOUNDS
3 years	m, n, p, h, w
4 years	b, k, g, f
5 years	y, ng, d
6 years	l, r, t, sh, ch blends: dr, cr, cl, bl, gl, br
7 years	v, th (voiceless), j, s, z blends: tr, st, sl, sw, sp
8 years	th (voiced) blends: sk, an, str, final sk, st

The seriousness of the articulation problem is based on the age of the child and the number and type of errors. For example, three or four errors would not be serious for a pre-school child, but would be considered a real problem for a third grader.

Children in grades 3, 4, 5, and 6 who do not make all of the speech sounds correctly will learn them more rapidly and easily if the ones they do not know are presented in the order in which young children learn. When working with a child who has a speech problem, classroom teachers should place more emphasis on the correct pronunciation of consonant sounds than on vowel sounds, because it is most often mispronunciation of consonant sounds that cause the children to be misunderstood. In all dialects most consonant sounds are pronounced in the same manner, but this is not true with the vowel sounds.

What causes an articulation problem? Hearing loss, cleft palate, cerebral palsy, malformed teeth or palate can be causes. These factors should be diagnosed or ruled out by a physician. Many people with one or more of these problems have, or can develop, normal speech. Emotional and developmental factors and faulty listening habits also play a part in speech development. We may never know the reason for many articulation problems.

If a speech therapist is not available for therapy lessons, try to find one for diagnosis. Should this, too, be impossible, then you need to decide on the sounds with which the child needs help. This can be done partly by everyday listening, but should also be done at a time when you can write all of the information down. Point to objects in the room or in a book and ask "What is this?" For example: cat, ring, book, thread, teeth, gum, leg, cake, shoe, chair, etc. Does he omit the sound, substitute another sound, or distort it?

Even though a child can produce an isolated sound, he may not be able to use it in a word. He may produce it in a word but may not use it in a word enclosed in a sentence. Even though he can pronounce it correctly in a sentence, he may not be able to use it in conversation. When he does use the sound correctly in conversation, it may not be used every time. The child has

established a habit that will be hard to change. Speech therapy is slow!!!

Choose one sound that you hear mis-articulated and begin to work on it. Ignore all the sounds except the one with which you are working. You must know how all the sounds are made. Watch yourself in the mirror or watch someone else make the sound. Know where your teeth, tongue, and lips are placed on each consonant sound. Be able to show and explain to your class how the sounds are made. Do not exaggerate your mouth when you are making the sound. When discussing the sound

with your children, call it by the sound name rather than the letter name.

Begin with four conversational corrections a day. The number of times may be increased as the child becomes more comfortable with this sound. Should he say to you, "Here's my 'wunch' money", say back to him, "Here's your lunch money." This presents a correct pattern for him to hear. Use this technique about a week.

Next step: "Here's your lunch money. Say 'lunch' the way I do. Lunch." Let him try once or twice. If he won't, don't push. Try the same thing again next time.

Should he try "lunch" and can't make it, ask him to repeat the "L" in isolation. Remind him to watch your mouth and make the sound as you do. Remember change comes slowly.

Stick to the sound that you choose for at least two weeks. If no improvement is noted, change sounds. Usually if a child has trouble with several sounds, one is going to be easier to produce than others.

Talk to the child about his speech problem. How does it feel when someone can't understand him? Explain to him that people want to know what he says, and that he need not feel badly about being asked to repeat. He needs all the understanding and encouragement you and the listener can give. But don't talk for him. He must not retreat into the habit of not talking. If the problem is severe, you will have to help with some of the words, but try to stay in the background as much as possible and praise any success or good try.

Discuss with the children why we talk. Explain to them that we talk to communicate our thoughts. Let children try to express ideas without language, then lead them into a discussion of some points to improve speaking habits.

1. Listening: You need to listen to talk. Why?

2. Hands: Keep hands away from your face when you are talking. Why?

3. Looking: (a) Look at the person who is talking to you. Why? (b) Look at the person you are talking to. Why?

4. Volume: Talk loud enough to be heard without yelling. Why?

These four things help a great deal to make children's speech more intelligible.

Older children, particularly, are going to be interested in how we talk. The teeth, tongue, lips, nose, lungs, voice box, and palate are used to produce sounds. Some sounds, (wh, p, ch, sh, h, t, k, s, th, f), are made just with air, and some (d, g, z, v, zh, j, l, r, y, b, th, w), have voice behind them. Others, (n, ng, m), are made in the nasal cavity.

If you have a child with a speech problem in your class, here are four items you should know about him.

1. Is his problem caused by physical or emotional factors, or is it there for no apparent reason?

2. Is it a problem to the child?

3. Does the child want to change his speech?

4. Do others laugh at him because of his problem?

The following are specific suggestions to be used with a child with a speech problem:

1. If he can't be understood, let him show you what he wants. After he has shown you that he wants a drink, say, "You want a drink." If he

repeats it after you, great; if not, don't push; just do the same thing next time. After using this technique several times, should he still not repeat the phrase or word, then you should ask him to. If the problem is severe, maybe just try a key word or two of the phrase. Praise all good tries. This may be difficult to work into your routine at first, but it will soon become a habit and require very little time.

2. In class discussions if a child can't be understood, ask him questions with one or two word answers. This will tend to give him feelings of success.

3. Encourage him to bring things to "show and tell" rather than "tell" a story. It helps for you to have a clue to the story.

4. Don't be afraid to ask him to repeat. Let him know you really care about what he is saying.

5. He probably will need as much undivided attention as you can manage.

6. Encourage and praise him every time there is an opportunity.

7. Remember at all times you are the speech model.

LISTENING ACTIVITIES FOR THE CLASSROOM

Learning to discriminate between gross sounds is fun, and is an excellent foundation on which to develop ability to discriminate between the minute sounds of the language. Children can benefit from a wide variety of listening activities which have no direct connection with talking.

1. Learning to listen through an activity centered around a group of objects such as a cymbal, a small tin pail, a wooden block, or a toy drum. Each object is set up and struck so that all the children can see and hear it. Children turn their heads, close their eyes, and listen as one object is struck. The child who is successful in identifying the object by its sound takes his turn at choosing and striking an object.

2. Listening to bells or drums of different sizes

3. Listening to high and low notes on a piano, guitar, or ukelele

4. Listening for mechanical sounds, such as a car, a train, a truck, or an airplane

5. Listening for sounds made by people, such as walking, running up stairs, talking, or crying

6. Listening to a clock ticking, water running, telephone ringing, or a steam iron heating

7. Listening to the rain, the wind, a fly buzzing, or a bird singing

8. Listening to a familiar record and hearing and naming the different instruments

9. Listening to directions and then carrying them out

VOICE PROBLEMS

The attention of your children should be focused on voices so that they can learn to use good voice quality, with variety and expressiveness, through pitch, loudness, and timing.

VOICE ACTIVITIES FOR THE CLASSROOM

1. Asking the child to close his eyes and identify a classmate by listening to the classmate speak, helps create voice awareness.

2. Listening to the teacher or to another child impersonate a daddy bear, an old man, an angry woman, or some other character helps the child learn to recognize and make variations in voice quality, pitch, loudness, and rate of speech.

3. Asking the child to identify his recorded voice is an excellent way of focusing his awareness of his own voice.

4. Listening to a recording of his reading enables the child to use more variety, expressiveness, and better articulation.

5. Pretending that they are bells of different sizes is a good way for children to learn variation in timing. All children in the group can pretend that they are bells. Some may want to be large church bells; others, tiny sleigh bells. The big bells will ring slowly, the medium size will ring faster, and the tiny ones even faster. Children may think of other sound-producing instruments for variation in timing.

6. Pretending that they are bells of different sizes is also a good way for children to learn variation in pitch. The big bells will chime on a low pitch, and the little bells on a high pitch.

All of the above mentioned activities will help with pitch, loudness, and timing. Should a child have a problem with extreme huskiness, hoarseness, or nasality, then recommend the child be seen by a doctor to determine the cause.

STUTTERING

A child is considered a stutterer if the flow of speech is broken by hesitations, stoppages, repetitions, and prolongations of speech sounds, syllables, words, or phrases. Many times there are other symptoms present; for example, stamping feet, snapping fingers, blinking eyes, etc. These are referred to as secondary symptoms and if the problem has progressed this far, try, by all means, to find a qualified speech therapist.

Surprisingly enough, there are many beginning stutterers who are unaware of a speech difference and therefore have no fear of the speaking situation. The stuttering bothers only their listeners. Therefore, it should be totally ignored.

The child who stutters has nothing wrong with his speech mechanism. His speech coordination has been upset by some influence in his environment or within himself.

If you answer "No" to all except the last three questions, you are probably providing the environment most helpful in eliminating the child's difficulty.

1. Are you, or others around him, excitable?

2. Does anyone ever mimic or make fun of him?

3. Do you compare him with other children in the hope that you may stimulate him to greater efforts?

4. Do you try to discipline him by shame?

5. Do you do things for him that he could do for himself?

6. Are you so eager to help him that your constant attentions irritate him?

7. Do you encourage a dependent, clinging attitude in the child?

8. Do you stimulate jealousy by praising and upholding another child as a model?

9. Do you discuss his speech difficulties in his presence?

10. Do you play "favorites"?

11. Do you let him get over-excited?

12. Do you lose your temper?

13. Do you ever try to "scare" him into doing what you want?

14. Do you "nag" frequently?

15. Do you speak for him?

16. Do you ignore his stuttering?

17. Do you give him plenty of time to talk?

18. Do you listen?

HEARING PROBLEMS

Do you know if you have a child with a hearing problem? If you have ever wondered if a child could hear, the following check list might be helpful in detecting a problem.

1. Does the child tilt or turn his head in a certain way when listening?

2. Is his voice unusually soft or loud?

3. Is he unable to follow simple oral directions?

4. Does he watch people with an anxious expression as if he can't understand all that is being said?

5. Is he extremely inattentive?

6. Does he have a speech defect?

7. Does he omit words, syllables, or sounds from his speech?

8. Does he tug at his ears or complain that they might be stopped up?

9. Does he have earaches?

10. Can he localize sound? To test this, move from out of the child's line of vision, drop a book to the right of his ear, then to the left. Does he turn toward the sound? Does he turn toward the sound of backfiring, a siren, or car horns?

If you suspect a child has a hearing loss, by all means, ask his parents to take him to a doctor. If the school does hearing tests, refer him to them. After all tests are in, should they show a loss, you may need to help the parents decide on a plan of action.

If he has been diagnosed as having a severe hearing loss, we suggest that you ask the parents to contact:

John Tracy Clinic
806 West Adams Boulevard
Los Angeles, California 90007

for their correspondence course for children five years old and under. The twelve month course is free, and offers help in language, lip reading, auditory training, and speech preparation. The child may be older than this, but may be delayed in language so could probably still profit.

HELPING THE HEARING IMPARED CHILD

1. Teach him that he must always watch your face when you talk. By doing so, he will learn to lip read in a very natural way.

2. The light must be on your face, not on his, so face the light when you talk to him.

3. If a choice of teachers is possible, the hard of hearing child should be placed with the teacher who speaks slowly and precisely.

4. In the early stages of training, it is important to use short, two to five word phrases which are meaningful to him.

5. Repeat phrases using the same words until you feel your child understands.

6. Create many new experiences for the child. He must know something to talk about.

7. We are apt to overestimate the hearing efficiency of the child because, when he pays attention, he apparently hears quite well. Remember that this child must use more effort to hear than the normal child. Therefore, it is to be expected that it will be hard to hold his attention for a long period of time.

8. Use clearly articulated speech, but do not overemphasize mouth movements.

9. Stoop to talk with the child as frequently as possible in order that your face may be on a level with his. Lip reading is much easier for him if you are on his level.

10. The child's hearing should be tested at least once a year.

11. Should the child need to wear a hearing aid, you need to find out as much as possible about it. Always have extra batteries and know how to test them. The parent should be able to furnish this information.

12. Read the Delayed Speech Section of this pamphlet for more suggestions concerning the teaching of speech.

13. This child will need more rest than normal hearing children because of the effort he must exert to hear.

Remember, this child can function in a classroom with the addition of a consultant and therapist.

CONCLUSION

Teachers, you may get so involved in reading, writing, and math, you feel it is impossible to carry out most of the suggestions I've offered here. Your influence on the children in developing good speech habits is as vital as helping them develop good reading habits. Therefore, one of the most important things you can do for your children is to be a good speech model.